VISTA Leader Coaching Toolkit

Welcome and introduction

In your position as a VISTA Leader, you support members in gaining skills, advocating for themselves, and in acting professionally in the workplace. Especially since VISTA Leaders do not directly supervise members to ensure these outcomes, it is helpful to coach members instead.

Coaching is a strong method of support, but what does it mean to coach someone? In this toolkit, we will help you learn more about different methods of coaching, and help you become a stronger coach yourself.

What to expect

In this Coaching Toolkit, you are provided with resources around coaching in general, as well as detailed information on three specific models of coaching that can be used in a variety of situations. Before defining the three models of coaching, the Toolkit begins with a definition of coaching, a general model for that process, and some specific activities you can use to strengthen your own coaching skills.

Then, each of the three sections includes an introduction to each method of coaching, a list that gives a summary of the principles of each method, and a facilitator guide to assist you with implementation at your site. Also included are case studies, videos, quizzes, and other supports to help you fully understand and integrate coaching into your service.

Table of Contents

Emotional Intelligence

About Us

Emily Pripas was born in New Jersey, raised in Seattle, and she currently lives and serves in Saint Paul, MN. She graduated from Macalester College with a B.A. in Women's, Gender and Sexuality Studies. She served for two years as a VISTA through the Minnesota Literacy Council, at Keystone Community Services and Metro North Adult Basic Education. Emily is currently serving as the VISTA Leader for College Possible, where she supports 13 VISTA members at five sites, nation-wide. In her free time, she loves listening to music, audiobooks and podcasts, and spending time with her friends.

Kelly Langan earned her bachelor's degree in Communication Arts & Humanities at beautiful Keystone College, where she hiked between classes and sang in an a capella group. She then transitioned to West Chester University where she ran a high school writing program, tried avocado for the first time, and earned her master's degree in English/Creative Writing. Kelly enjoyed a year of national service working with veterans as an AmeriCorps VISTA and is now serving another year as the VISTA Leader at Pennsylvania Campus Compact. She's particularly interested in interpersonal communication, effective training, and listening to podcasts.

Kaitlyn Noe was born and raised in Clarksburg, West Virginia. She graduated from West Virginia Wesleyan College in May 2014 with a B.S. in Biology. She served for a year as a VISTA through Philanthropy West Virginia and is currently serving as the VISTA Leader for The Education Alliance and the STEM Network Schools Program. She supports eight VISTA members, at eight sites statewide. She loves her *home among the hills* and couldn't imagine a better place to serve. In her free time, she enjoys spending time with friends and family, traveling domestically and abroad, and any outdoor adventures or activities!

Maihnia Lee was born in St. Paul, Minnesota and grew up in various cities throughout California. She attended University of California, Los Angeles (UCLA) where she graduated with a B.A. in Anthropology with an emphasis on Biological Anthropology. She now resides in Sacramento, CA where she has served both her VISTA terms at United Way of California Capital Region. Currently as VISTA Leader, she supports 16 VISTA members at 14 sites throughout the Sacramento region. Maihnia enjoys spending her free time traveling, discovering new food spots, practicing yoga, and appreciating all art forms.

Special Thanks

We'd like to give a special thanks to:

Janis Glenn, our fearless leader and Action Learning Coach. Janis is kind, understanding, and unassuming. She led us through her thoughtful silences and guided conversations. While we never got the opportunity to meet her in person, we imagine she'd be a most welcoming host, and we couldn't have done this without her.

 Sam Johnson at the Idaho Food Bank for his generous support in the beginning stages of our challenge. When Sam gives his word, he sticks to it, even when he knows he won't reap any benefits.

Our supervisors and VISTA members, for allowing us to take time to concentrate on our Action Learning Challenge and supporting us as we tried out new ideas in the workplace.

Key Definitions

The following definitions are useful to understand when using this toolkit and in thinking about the process of integrating coaching, acting as a leader, and managing others.

Leadership: "a process of moving forward an organizational or community agenda rather than a position of authority"(Wilson and Gislason).

Coaching: "a process that supports individuals to make more conscious decisions and to take new action. It helps them to identify and build on their strengths and internal resources and moves them forward from where they are to where they want or need to be" (Wilson and Gislason).

Managing: a process of giving direction, advice, and delegating from a position of authority.

Coaching or Instructing?

Depending on someone's level of ability or comfort with a task, it may be less appropriate to initially approach someone as a coach rather than as an instructor. Instead, you should consider the individual situation when figuring out the best approach.

Continuum of Coaching/Instructing vs. Level of Knowledge of Task

Coaching Support Needed → ... → Instructing Support Needed			
Person is seasoned	**Person is familiar, yet is facing obstacles**	**Person is somewhat familiar, yet is apprehensive**	**Person is new to task**
Example	Example	Example	Example
A second year VISTA is extremely comfortable in their position creating new curriculum for ELL students. They always produce high-quality resources and lesson plans.	One of your VISTAs is writing a grant for their site's new domestic violence program. They are a strong grant writer, but they're having trouble with this particular application.	One of your VISTAs is leading a volunteer training next week. They're comfortable with volunteer orientations, but they haven't led a training yet and they're clearly nervous	It's early in the first year of a VISTA project and one of your VISTAs will be recruiting program participants to participate in focus groups about food accessibility in their community. They have never worked with this community before, and they're excited to see how this goes.
In this scenario, it's best to be supportive, and provide coaching if additional support is needed.	This is a great opportunity to provide ongoing coaching	This is a time to coach and instruct	This is a time to instruct first. Coaching will be appropriate in the follow-up to this, or as a way to check for understanding

Models of coaching

When looking across models of coaching, there are a lot of similarities. Below is a general coaching model adapted from *Coaching Skills for Nonprofit Managers and Leaders* (Wilson and Gislason, Chapter 3) that shows what coaching might look like overall.

1. A coach helps the coached clarify the focus, and figure out what needs to be talked about.

2. The coach has the coached identify the end goal.

3. The coached thinks through potential solutions, with the coach's support. If a coached asks the coach for advice, continuing to ask questions will help the coached arrive at a solution on their own.

4. The coach helps the coached think about how they can be accountable for the suggested change or solution.
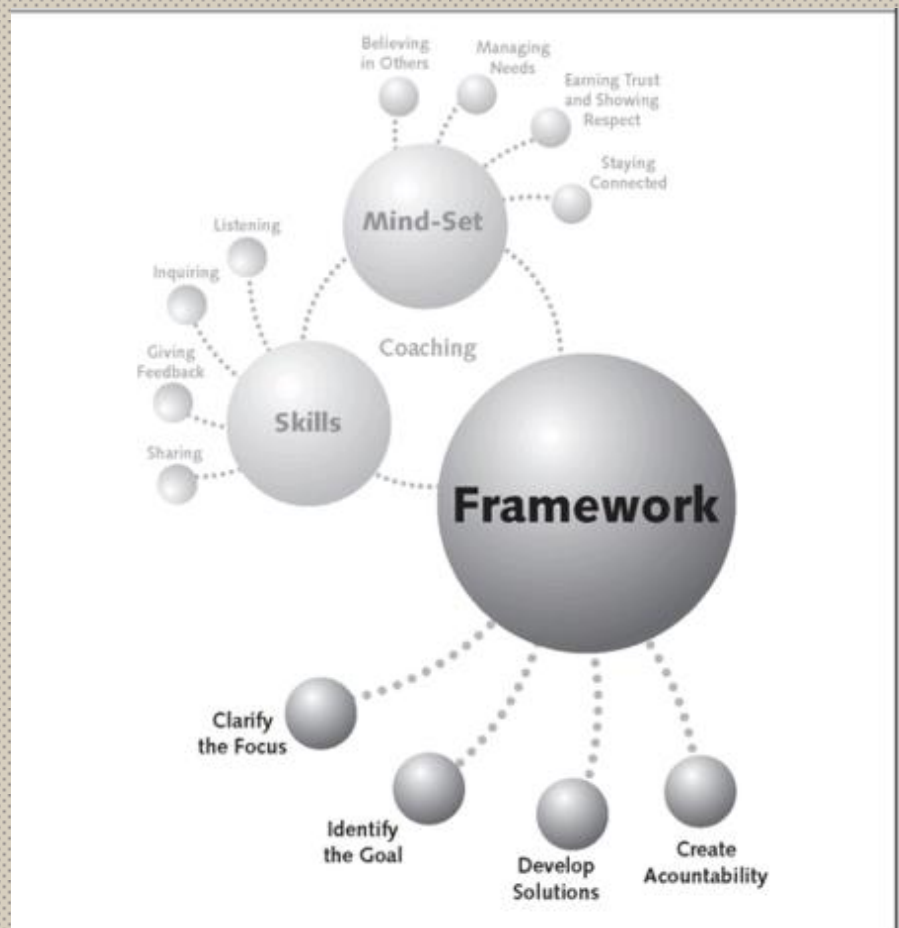
(Gialason and Wilson, page 22, figure 1.3)

Four Principles of Coaching

Communication is key

As a coach, you are there to facilitate others' learning, and they need to trust you and understand what you're asking for this to be effective. Ask permission before entering any conversation and always use active listening skills. Utilize mirroring by reflecting back what you hear the other person saying, even if you primarily communicate with your VISTA members virtually.

http://maginsight.com/wp-content/uploads/2016/01/giphy7.gif

Ensure that others are learning and reflecting

Instead of giving advice, you are facilitating the improvement of someone else's thinking. To do this, focus on helping others generate ideas to solve their own problems.

http://gifsec.com/wp-content/uploads/GIF/2015/04/Aladdin-Thinking-GIF.gif?gs=a

Ask the right questions

Do not ask questions that reflect your own ideas, agendas or biases. Instead, allow the other person to consider their own thinking. Critical thinking about your questions is more important than having the answers.

https://38.media.tumblr.com/6e8cacfee6897135bd47a5c056c3c81e/tumblr_inline_mg2xjrp6A51ra0kdy.gif

I thought Google eliminated the need to ask questions out loud, but fine.

Reflect back strengths

Let others know when you hear them talking about a strength or a strong part of their process; this increases their confidence and keeps them motivated.

http://i.imgur.com/Y0UpsCt.gif

Question Bank

In thinking about asking effective questions, avoiding "why" questions is key. It can get people stuck in the problems or the past rather than moving them forward and can also sound judgmental. Here are some questions that can get you started in a great managing or coaching situation.

What is most important about all of this?
What's the greatest need in this situation?
It sounds like there are three issues you're dealing with right now. Which would you want to work on?
What do you want to focus on right now?
What do you want from this conversation?
What do you really mean?
What is your desired end goal?
What change do you want?
What do you think is possible to change?
What are the obstacles in your path?
How will you get beyond these obstacles?
How can you break this project into manageable chunks?
What have you not tried yet that might help?
What do you need to do to make that happen?
Who can support you?
What steps will take you there?
What else is possible?
When did you start thinking about this?
What were you feeling?
Who inspires you to work your best?
What could you share?
What did you enjoy the most about this?
What do you think could have been improved?
What are you going to do?
How motivated are you to achieve this?
How will we know this has been achieved?

Activities to strengthen coaching skills

1.   Asking effective questions
One key aspect of coaching is asking provocative questions that are powerful and thought-provoking. This activity will help you come up with effective questions to use during your sessions.

2.   Active listening
Active listening plays a crucial role in allowing others to feel understood and open up in coaching sessions. Here are several activities on how to improve your active listening skills by yourself or with a partner.

3.   Communicating concisely
Get your point across as clearly and concisely as possible to be the most effective coach. As suggested in *Quiet Leadership,* spend an afternoon consciously trying to say what you need to in one-two sentences (Rock) with this activity.

4.   Building rapport
Building rapport is important to gain trust and allow people to be comfortable enough to share with you. People respond to nonverbal cues more than they do to verbal cues. Practice building rapport with this activity.

5.   Approaching difficult conversations
There are several steps you can take to build the most understanding space for entering difficult conversations. Learn how to do it with this activity.

6.   Providing accountability
As a coach, one of your roles will be to empower your coached to realize and reach their goal. By holding the coached accountable, it helps them stay on track and motivates them. Use this activity with your VISTA members to help them reach their goals with an action plan.

Additional Resources

Videos   [Sample Coaching Session from David Rock](#)
                       [Introduction to Crucial Conversations on YouTube](#)
                       [3 Elements of Effective Coaching in Nonprofits](#)

Websites   [Coaching and Philanthropy Project](#)
                       [Coaching Video Series](#)

Other   [Coaching and Philanthropy: An Action Guide for Nonprofits](#)
                       [Coaching Skills Presentation](#)
                       [Coaching Worksheet](#)
                       [Action Planning Worksheet](#)

Works Cited

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Rock, David. *Quiet Leadership: Help People Think Better -- Don't Tell Them What to Do: Six Steps to Transforming Performance at Work*. New York: Collins, 2006. Kindle E-book.

Wilson, Judith, and Michelle Gislason. *Coaching Skills for Nonprofit Managers and Leaders: Developing People to Achieve Your Mission*. San Francisco, CA: Jossey-Bass, 2010.Kindle E-Book.

A quick glance...

In this toolkit, we will be exploring three coaching methodologies: Action Learning, Emotional Intelligence, and Appreciative Inquiry. Depending on the factors involved and what area you as a VISTA Leader want to develop, one methodology may work better than the other. Below is a comparison chart for a quick glance at each methodology as we delve deeper into each one in the following pages.

|	Action Learning	Emotional Intelligence	Appreciative Inquiry
Main Objective	- to engage and empower others in decision making process to find solution to a problem	- to build, maintain, and enhance relationships through an awareness of self and others	- to utilize positive and affirmative thinking to capitalize on the strengths of a group
Potential Uses	- trouble-shooting - problem-solving - resource creation - action & learning oriented	- boost motivation - relationship enhancement - conflict resolution	- improvement initiatives - boost morale - brainstorm new ideas
Ideal conditions for use	- a problem is present - there is ability to affect change/ implement solutions - commitment to change, learning, and reflection	- any environment with social interaction	- need for recognition, appreciation, discovery and renewal - commitment to change as an ongoing process
Times to avoid use	- lack of support from higher chain of command - inability to implement results	- issue not derived from social interaction	- predictable, linear process and outcomes are required - lack of support for passionate dreaming & inspired self-initiative
Potential outcomes	- empowerment to implement results - understanding of coworkers -improved learning process	- fulfillment in job and relationships - empowerment in emotions and relationships	- feelings of appreciation - positivity, enthusiasm
Key Principles	There is: - a problem -a diverse team/group -a process of questioning and reflection -action taken -a commitment to learning -an action learning coach	Personal Competence -- Self-awareness -- Self management Social Competence -- Social awareness -- Relationship management	The 5-D Cycle: Definition -- What is Discovery -- What can be Dream -- What might be Design -- What should be Destiny -- What will be

Action Learning

Action Learning (AL) takes place when a group of
diverse people are empowered
to find solutions to a problem
through a questioning and reflective process.
AL teams not only derive insightful
and unique solutions, but they
take action.
The VISTA Leader "Action Learning Challenge Team"
uses the AL coaching model
to create resources such as this toolkit.
If used among a group of VISTA members with an
effective coach,
VISTA members would learn to listen well,
work effectively with others,
take responsibility for their actions,
have a greater self-awareness and confidence,
have a better understanding
of the learning process, and have reduced stress levels.
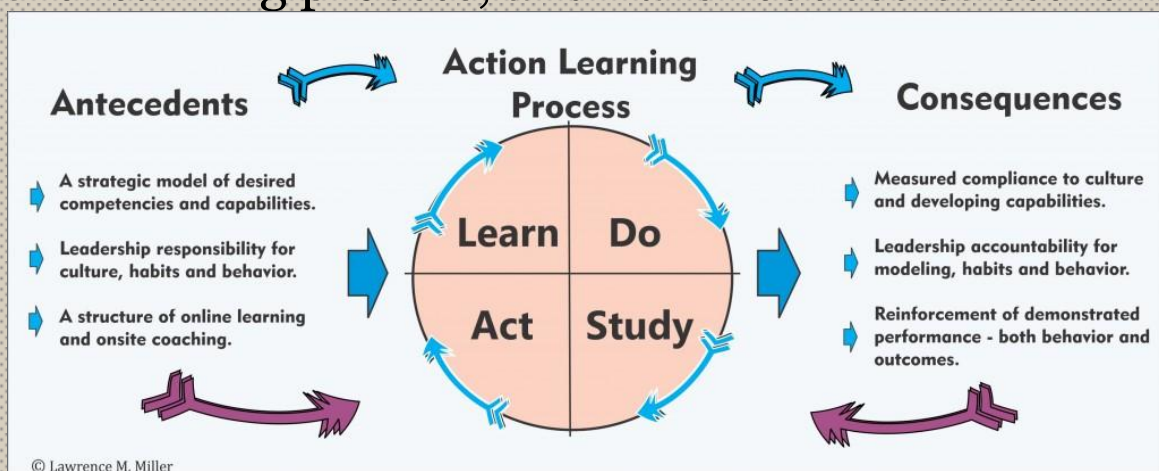
5 Tips for Successful Action Learning

1. Recruit a team with varied strengths/backgrounds

Having a team with diverse skills allows the team to be strong in all areas instead of just a few. The team members' different backgrounds help to prevent groupthink and encourages growth for all participants.

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2. Get to know your teammates

Once you understand each other's preferences, skills, and challenges, you'll be better able to work as a cohesive and compassionate team.

https://s-media-cache-ak0.pinimg.com/originals/78/b2/b9/78b2b9300922c79271ceb8 617cd9d71e.jpg

3. Ask questions

Asking questions deepens everyone's experience without inputting your own biases. The next time you think about making a statement to better the team, consider asking a question instead.

https://media.giphy.com/media/dXICCcws9oxxK/giphy.gif

4. Balance action with learning

Allow time for reflection as you work through your Action Learning Challenge; reflection begets learning, and a team that learns together will become stronger and more supportive of one another.

http://elgl.org/wp-content/uploads/2015/01/Talktoyourself.gif

5. Communicate expectations clearly

You're taking on a big project as a group, and it can be tricky to know who is responsible for what task; make sure that you're clear on expectations and deadlines so everyone knows how to best support the team.
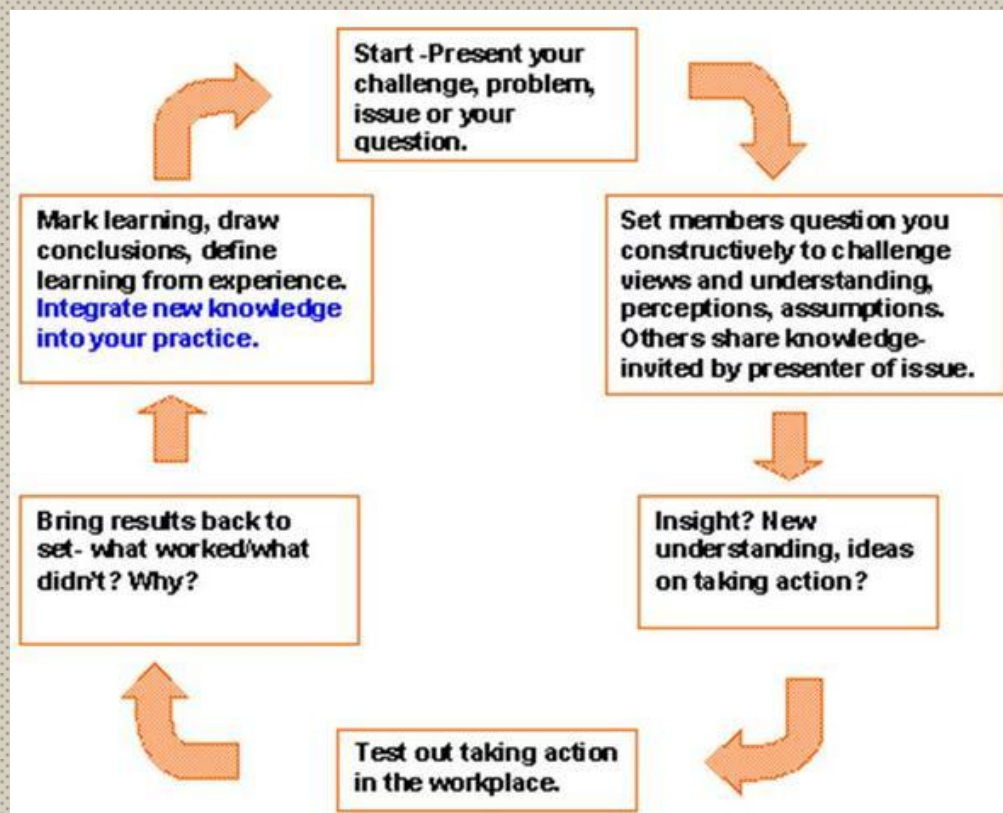

http://static1.squarespace.com/static/56378ff2e4b09f2be43154d1/t/5660ea43e4b0830bdc109697/1449192010529/Harry+Potter+Clear+Expectations

Facilitator's Guide

Setting the Stage

"Action Learning is a process in which a group of people learn while they act" (Marquardt, "What is Action Learning"). The Action Learning concept was introduced in the 1940s by Reg Revans as Director of Education for the British National Coal Board. Multiple variations of the concept exist, but all share the same six components which play an important role in achieving the two main objectives - taking action to solve the problem and individual learning, which is facilitated through action and reflection. In this highly structured setting, a group of 4-8 peers spend time asking questions rather than pitching ideas to solve the problem, leading to new insights and possibilities for action steps to take in order to solve the problem or address the issue. In this way, individuals benefit from the opportunity to reflect and make new connections, postponing judgment, being held accountable for actions and their impact, setting goals, developing options, learning to listen carefully and ask powerful questions or offer ideas without telling others what to do, and learning about group dynamics and how to contribute effectively within a group (iFAL, "Action Learning").

Start -Present your challenge, problem, issue or your question.

Set members question you constructively to challenge views and understanding, perceptions, assumptions. Others share knowledge- invited by presenter of issue.

Insight? New understanding, ideas on taking action?

Test out taking action in the workplace.

Bring results back to set- what worked/what didn't? Why?

Mark learning, draw conclusions, define learning from experience. Integrate new knowledge into your practice.

The 6 Components of Action Learning

1. A Problem (project, challenge, opportunity, issue or task)

The problem should be urgent and significant and should be the responsibility of the team to resolve.

Projects That People Work on in Action Learning

2. An Action Learning group or team

Ideally composed of 4-8 people who examine an organizational problem that has no easily identifiable solution.

Membership and Groups in Action Learning

3. A process of insightful questioning and reflection

Action Learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action. Questions build group dialogue and cohesiveness, generate innovative and systems thinking, and enhance learning results.

Coaching and Questions in Action Learning

4. An action taken on the problem

There is no real meaningful or practical learning until action is taken and reflected on. Action Learning requires that the group be able to take action on the problem it is addressing. If the group makes recommendations only, it loses its energy, creativity and commitment.

Actions for Progress and Learning in Action Learning

5. A commitment to learning

Solving an organizational problem provides immediate, short-term benefits to the company. The greater, longer-term multiplier benefits, however, are the lessons learned by each group member and the group as a whole, as well as how those lessons are applied on a systems-wide basis throughout the organization.

Capturing and Spreading Learning in Action Learning

6. An Action Learning coach

The Action Learning coach helps the team members reflect on both what they are learning and how they are solving problems. The coach enables group members to reflect on how they listen, how they may have reframed the problem, how they give each other feedback, how they are planning and working, and what assumptions may be shaping their beliefs and actions. The Action Learning coach also helps the team focus on what they are achieving, what they are finding difficult, what processes they are employing, and the implications of these processes.

Facilitation in Action Learning Groups

When to Use Action Learning

Action Learning centers around a **problem, project, challenge, issue or task,** the resolution of which is of high importance to an individual, team and/or organization. Groups are formed to solve real problems, not to make recommendations. They are empowered and trusted with the necessary resources to **take on the issue**, and as a derivative can present the organization with new procedures that build the productive power of the organization. The problem should be significant, urgent and be the responsibility of the team to solve. It should also provide an opportunity for the group to **generate learning opportunities**, to build knowledge and to develop individual, team and organizational skills. Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.
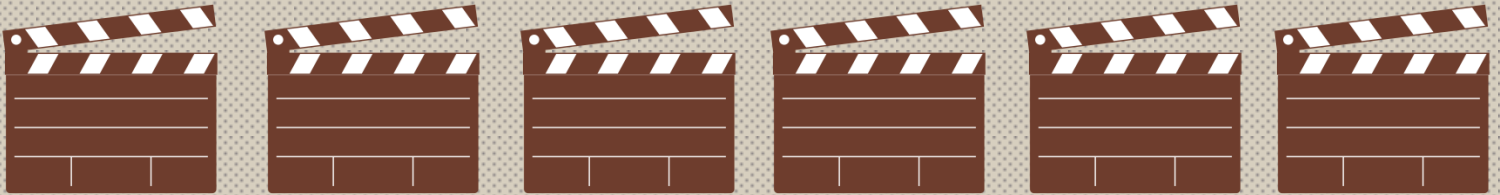
Potential Projects for VISTA Cohorts

Try to think of projects from which current and future VISTA members, as well as the organization, will all benefit. Such as:

- VISTA Professional Development Plan
- Creation of community for VISTA members
    - Website or blog creation for VISTA Program
    - Team-building plan
    - Peer mentoring framework
    - Communications plan/framework.
- Clarifying and improving data collection processes
- Implementing or evaluating volunteer recruitment and management models

TEAM
AWESOME

Where Do I Start?

If you're using AL to solve a problem, you'll need to explain the coaching concept to the group, give an explanation of why you're using it, and why it's a successful method to use. Here's a quick outline of how to roll-out an action learning challenge and facilitate a selection process:

I. Determine if this coaching method will be a good fit for your organization/program and if the necessary prerequisites are in place:

> **A.** The host site organization(s) must be willing to implement changes suggested by the ALC group. The team is fully empowered to bring the challenge to a successful conclusion.

> **B.** Ensure site supervisors are made aware of this project, and agree to VISTA participation. They should be made aware of the time commitments required for participation.

> **C.** The ALC objective should be clear and significant.

II. Introduce the concept of an action learning challenge to VISTA members, and the pre-determined objective.

III. Explain the commitment of participation and the workload involved, as well as the benefits.

> **A.** How long and how often will team meetings occur? How many hours a week can they expect to spend on this challenge outside the meetings? What are the expectations for participants?   What is the time frame (i.e. how many days, weeks, months will the project run)?

> **B.** What will the end product/result contribute to the organization? How will participating be beneficial?

IV. Explain selection process and timeline.

> **A.** Depending on the size of your cohort, all (willing) members can participate or an application process will need to take place for selection.

> **B.** The selection process can involve a written application, an oral interview, or you could get ask them to send in a recorded video explaining why (s)he should be on the team.

V. Facilitate an initial meeting for the ALC team.

> **A.** Use an agenda for each meeting (Appendix A).

> **B.** Set expectations for the team.

> **C.** Get to know your team members.

> **D.** Explain the commitments that members have already made.

> **E.** Allow members to set "ground rules" for all meetings.

Guide to Team Building

1. Create ground rules.

Within your first meeting as an action learning team, make sure the team establishes their expectations and ground rules for how they want to work together. As the coach, lead your team to refer to these rules before starting future sessions.

2. Provide space for team members to get to know one another.

Create a space for team members to share things about themselves, their interests, and their strengths. This is especially important as the team initially meets and comes together. Over time, also make sure that team members continue to check in with one another and hear about one another's lives.

3. Model good communication and support for your Action Learning team.

As a coach, you can support your team by modeling what you want them to do. For example, since it is important for team members to ask questions, make sure you are also focused on asking effective questions.

4. Provide opportunities for leadership.

As the coach, you will facilitate the first meeting of the action learning challenge, but for all future meetings, ask members to step up as facilitators and note-takers. You can be there to support a facilitator as they need it, and to ask questions that guide the conversation.

5. Understand that your role will change over time.

As the coach, you will have less direct responsibility as people step up as facilitators and start to guide the action learning challenge. Your role will be to support more than it will be to lead as the team comes together over time.

Team-building conversation ideas

1. Tell the team about yourself and your background.
2. What do you like to do for fun?
3. What was your favorite book as a child?
4. Why were you interested in working on this project?
5. How do you want to grow during this project or during your VISTA term?
6. What is your six-word mission statement?
7. Think about a successful teamwork experience. What helped you to work effectively with your team?
8. What are your strengths? How can they contribute to the work we will do?

Coaching Scenarios

See Appendix B for suggestions, page 25

Scenario 1: Your team is working on an action learning challenge about effectively implementing volunteer recruitment models. One VISTA works at a site that works well with service-learning students on college campuses, and they are convinced working with college campuses is the key to volunteer recruitment. They keep trying to focus on this as the only model for volunteer recruitment, and continually ask questions about this model. All the other VISTAs work at sites that mostly have retirees as volunteers, and they are getting frustrated with this VISTA member. What would you do?

Scenario 2: The team has been working on fleshing out a breakthrough solution to a problem that has been haunting the organization for years. A long term employee stops by just long enough to tell them it won't work. How would you handle the situation?

Scenario 3: A participant is asked to take an action and declines because they know they do not have time to complete it. How should you address the situation so the group can move forward? How would you handle the situation if instead, the participant agrees to the task, but shows up for a session and has not completed the promised action?

APPENDIX A

The Challenge: How Can VISTA Leaders strengthen their management skills and integrate coaching methods into their management approach?

Goal: Research three well-respected coaching methodologies; namely, Action Learning Challenge, Emotional Intelligence, and Appreciative Inquiry, as well as explore leading-edge management competencies to create a ManagerCoach Toolkit.

Background: VISTA Leaders manage their VISTA Members to excel in their role, to build organizational capacity, and to make a significant impact on poverty in their communities. VISTA Leaders also coach their VISTA Members to develop emerging leadership and to strengthen their competencies that prepare them for future life success. In leading a project, it is important to know when to manage for performance and when to coach for development.

Team Ground Rules
-

Agenda
- Welcome and Check-In
- Share highlights of your week
- Volunteer Note Taker?

What Does Success Look Like?
- What actions did you take following the last meeting?
- Did you do what you planned? If not, why not? What might be the blockage?
- What are your reflections on the actions and their effectiveness?
- If your actions were successful? – why?
- If your actions were not successful? – why?

Planning
- What do you want from the team on this occasion?

Actions
- What actions do you plan to take before the next meeting?

Reflections on Learning
- What have you learned about your project, your organization, your colleagues, or yourself?
- What have you learned about leadership from the team meeting discussions?

Reflections on the Process
- What could we do to make the team more effective?
- How will you know success?

Moving Ahead
- Next Steps
- Deadlines and Actions before our next meeting, Monday, February 8 – 2:00 PM ET

Summary and Closing
- What went well? Existing questions?
- Who will facilitate the next meeting? Note taking?
- Closing remarks

APPENDIX B

Coaching Scenario Suggestions

Scenario 1: Intervene and ask the group "How are we doing as a group (1-10). What are we doing well? What can we be doing better?". Then, "What is the quality of our questions? Are we asking questions that are coming from a place of genuine curiosity? Are we asking any leading questions? Are we building on each other's questions? Why or why not? What is the value of building on each other's questions?" Then ask them to write down their current understanding of what the problem is. These should be read aloud and then ask group if there is agreement. If yes - "Who has the next question?" If no - "What is the impact of that"?

Scenario 2: The coach (and other team members) should welcome a multiple (and potentially contrary) perspective to the team. Even if the long time employee might come across as arrogant, it is possible that the employee understands certain things about the organization that team has been missing. Assuming the team is interested and willing to have the employee join the group for the set (the coach can ask the team), they can then questions about the employee's perspective that may shed more light on the issues with potential solutions. If he/she declines, treat the moment as an intervention and ask the team what they think just happened and how they would like to proceed.

Scenario 3: (A) Put the question to the group to possibly further clarify the "have to have" and the "nice to have" action steps and to ask for suggestions regarding how the group can help, and/or someone else in the group who may be able to take it on. (i.e. "Since 'Joe' is aware of his time constraints and can not take on this particular task – What are our options for moving forward?"). (B) Allow the team to voice their concerns by asking, "Who has the first question?" Do this as an opportunity for the team to manage their own concerns while still going through the AL process and rules. After some time, intervene to highlight any learning opportunities derived from the experience of the past few minutes. Depending on the evolving situation, any of the following questions could be asked, as deemed appropriate:
- "In one or two sentences, what have we learned as a team?"
- "What are some of the consequences we go through when promises are not kept?"
- "How can we go back to being committed?"
- "How can we better support one another as a team?"

Additional Resources:

Videos   "What is Action Learning?" Dr. Michael Marquardt
              Action Learning Introduction by Reg Revans
              Authenticity Consulting Action Learning Video Series

Websites   World Institute for Action Learning
              Study Guides and Strategies for Action Learning
              Understanding Action Learning - Resource Library

Other   Presidential Management Fellows Action Learning Guide
              A Guide to Action Learning with Tools and Techniques
              Action Learning in a Nutshell
              Creating the Connection Between Good Intentions and Great Execution!

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Appreciative Inquiry

At its core, Appreciative Inquiry (AI) is about
identifying strengths
rather than identifying weaknesses.
Instead of taking a deficit-based approach to
problem solving, AI practitioners
take the time to appreciate
what's going right and capitalize
on those strengths in order to create a better-functioning
whole. You could use AI with your VISTA members by
helping them recognize their strengths rather than
coaching them on their weaknesses. This raises
confidence and self-awareness
which will lead to better performance and a more
meaningful experience
for you and your VISTA members.

The 5 Principles of Appreciative Inquiry,
adapted from E.H. Kessler

## 1.   The Art of Pretending (The Constructionist Principle)

In his book *Mother Night,* Kurt Vonnegut wrote, "We are what we pretend to be, so we must be careful about what we pretend to be." Basically, Kessler and Vonnegut are saying that if we all pretend to be a highly-efficient team, we'll eventually become one. This principle allows us to dream big and feel that change is possible.

https://www.movzio.com/wp-content/uploads/2014/12/pretend-work.gif

## 2.   Self-Consciousness as Growth (The Principle of Simultaneity)

This principle, like Quantum Mechanics' Double Slit Experiment, makes us question reality. In the Double Slit Experiment, we learn that photons are particles when we ask them questions particles would know the answer to, but they're waves when we ask them wave-based questions. (Sure, we're taking liberties, but you can learn the true-science stuff here.) The Principle of Simultaneity brings us to the same kind of conclusion: our organization changes based on the questions we ask, before we even get to finding an answer.

http://stream1.gifsoup.com/view5/4657394/i-reject-your-reality-and-substitue-my-own-o.gif
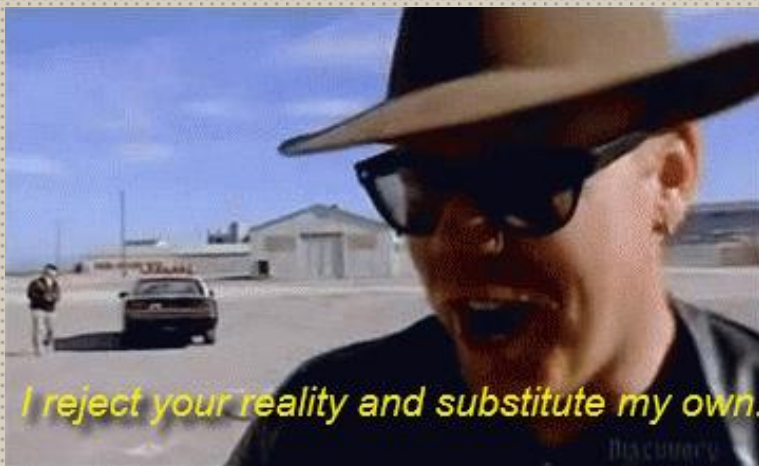
3.   A Writer's Manifesto (The Poetic Principle)

Whether you love watching movies, following characters on sitcoms, creating realities in virtual worlds, or reading good books, all people can appreciate the power of storytelling. The Poetic Principle shows that the stories we tell at work and about work matter.
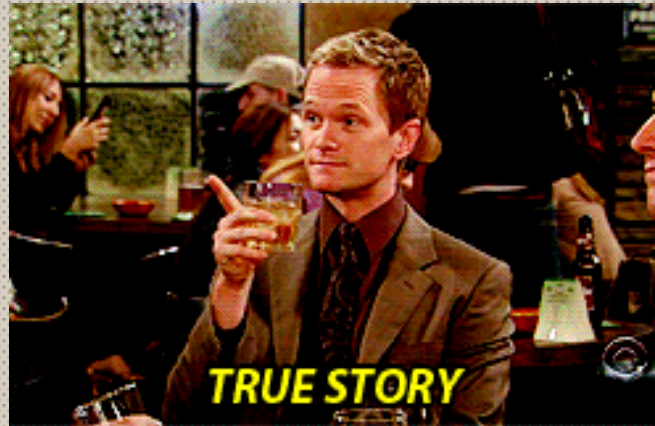
http://45.media.tumblr.com/tumblr_m2lcbtB88Y1rqfhi2o1_250.gif

4.   Working for Future Me (The Anticipatory Principle)

Imagine you work at a fast food restaurant. If you think you'll be flipping burgers for the rest of your life, you probably won't do it enthusiastically; if you think you're on track to getting a promotion, you'll flip burgers with zeal. That, in a nutshell, is the power of The Anticipatory Principle. If your people think they have a future in the field, they'll work hard to prove it.

http://24.media.tumblr.com/b3c2325531dfdcb9f5524f731789c678/tumblr_mruwd2hNSs1sbip0eo1_500.gif

5.   Feel-Good Vibes (The Positive Principle)

The more feel-good vibes you can pack into a room, the better. The Positive Principle shows that if you feel good at work, you'll be more creative, more efficient, and more open to possible change. Cue Pharrell.

https://media.giphy.com/media/3rgXBGL1pruSSIjNyo/giphy.gif

Facilitator's Guide

Setting the Stage

Appreciative Inquiry (AI) is all about finding the positives to drive change and transformation. In traditional problem solving approaches, the search for a solution focuses on a deficit-based approach. The idea is that people and organizations have something wrong with them that requires fixing. A deficit-based approach may be useful in diagnosis of the issues, but can result in members becoming fixated with the problems thus getting stuck in a rut.

Appreciative inquiry is the other side of the coin. This approach operates on the assumption that focusing on best practices, accomplishments, and great experiences will produce more of the same results. AI utilizes positive psychology to encourage constructive dialogue through asking questions and encouraging people of all levels to tell their stories and give their input. The result is capturing this inspired and uplifting collective energy to drive a sustained and shared vision.

When you're looking to coach using AI, be sure to approach each conversation with affirmative topics and a strengths-based perspective. If you want to use AI to problem-solve, focus on the best-possible outcome and use your VISTA members' strengths to guide the process.

When to use Appreciative Inquiry

| To face a challenge	Something is challenging the project your VISTA members are working on as a team, or something is challenging your VISTA members' sense of team. AI can get them working together to find positive solutions.
To motivate a well-performing team	Your VISTA members are already performing at- or above-expectations, but you want to motivate them to keep pushing themselves. AI can be the tool to get them from Good to Exceptional.
As an everyday philosophy	You want your VISTA members to feel confident and motivated. You want them to capitalize on their strengths to succeed in their positions and beyond. AI, as a philosophy, can help you be a stronger leader.

Initiating the Conversation

If you're using AI to face a challenge, you're going to want to explain to the group a little bit about AI, why you're using it, and how it can be a really successful method of problem-solving. AI feels antithetical to the way we typically solve problems, so it might feel unnatural for the group, especially if they don't understand what's going on. Here's a quick outline of questions you should answer in the initial conversation.

- Why are we having these meetings?
  - (Explain the challenge you are looking to overcome.)
- What's the goal?
  - (Explain that you want to get everyone's opinions in order to come up with a solution that capitalizes on the group's strengths.)
- What's our strategy?
  - (Introduce Appreciative Inquiry.)
  - o What is AI?
    - (You can use our explanations if you like them!)
  - o Why are we using it now?
    - (Explain your thought process when you decided to choose AI.)
  - o Does it even work?
    - (Yes! You can cite Verizon and NASA as organizations that utilize AI.)

The 5-D Process

There's a step-by-step process that you can use to coach using AI. Some scholars cite the 4-D process, but we found the 5-D process to be more comprehensive. The 5-D model adds "definition" as the first step of the process and then follows through the 4 steps of the 4-D model.
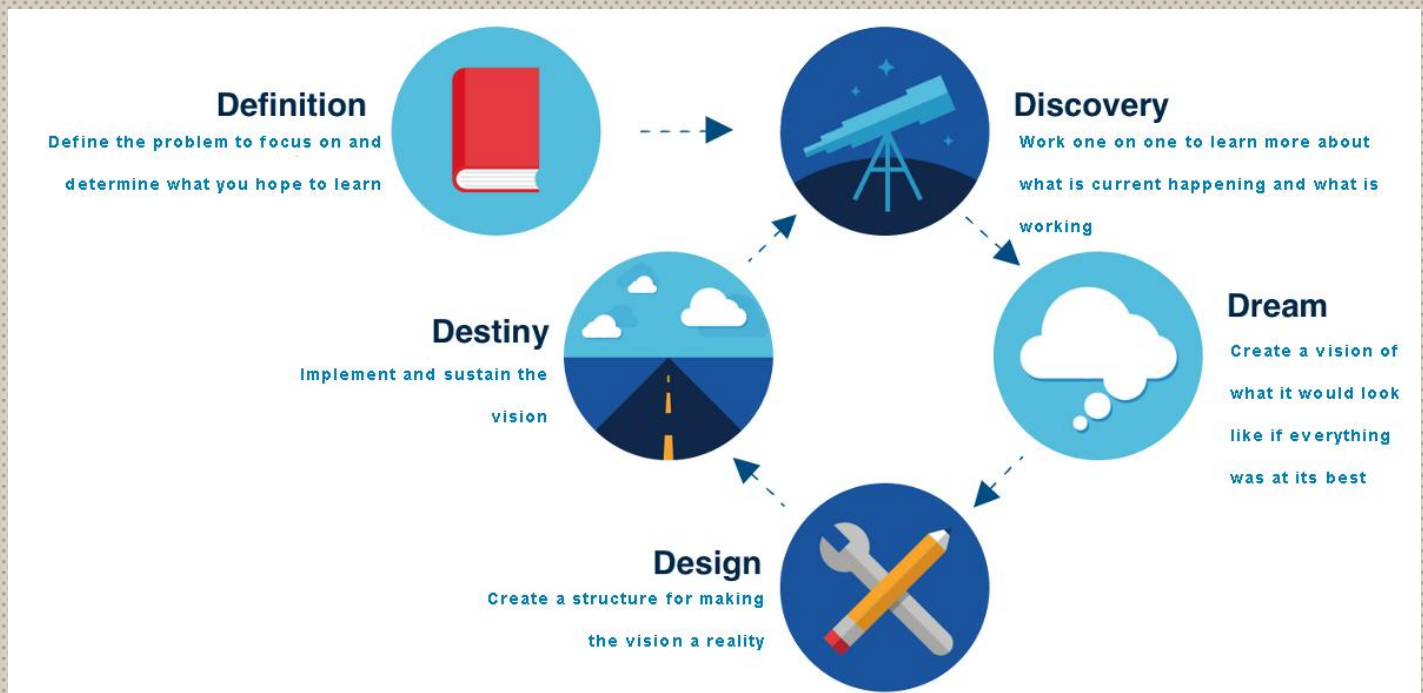
Question Bank

Describe a great service experience, a time when you felt most alive and engaged in service. What made it a highpoint experience for you?

Without being humble, what do you most value about what you are bringing to our program?

If you had three wishes that would result in more of these best service experiences this year, what would your wishes be?

Without being humble, what do you value most about yourself as a local leader?

What do you value most about the community of which you are a part?

Describe a positive change that you've been involved with. What made it possible?

Describe one thing you would like to learn and something you could teach others.

What small change on your organization might make a big difference?

Tell me about your initial attraction to this position. What inspired you to join?

What do you value most about yourself, your work, your organization?

What is the core factor that gives life to this organization---without it the organization would not be the same?

If you wishes were realized and things were wonderful, what would be happening in this organization today?

What were all the conditions that allowed that winning teamwork to emerge?

What we do to foster winning teamwork at an even higher, more consistent level, throughout the organization?

Coaching Scenarios

1. One of your VISTA members is doing extremely well in their term of service. They've doubled their site's number of volunteers, created effective training tools, and built key community partnerships. Since they're doing so well, you're not always sure how you can support them during your check-ins. What can you do?

2. One of your VISTA members feels like they are not a good fit for their position doing outreach to adult learners. They are struggling with figuring out what projects to complete, but they have a number of strengths in other areas. What would you do?

3. One of your VISTA members is always negative. They get their work done and have good relationships with the other VISTA members, but they are always bringing the mood down with negativity and they are never open to potential solutions. How can you intervene?

Potential Responses

Scenario 1: Appreciative Inquiry is an ideal form of coaching in this situation. You can make your check-ins with this particularly strong member effective by asking them to think and reflect more deeply on their own strengths, and on where their organization would ideally be headed. Some potential questions you can ask are:

- What is the most important change you have implemented so far in your term of service? What made that change possible?
- Ideally, where would you want your organization to be at the end of your VISTA year? Where would you want your organization to be at the end of the VISTA project?
- Ideally, where would you want to be at the end of your term as a VISTA, personally or professionally?
- What do you most value about your experience so far this year?
- If your organization had unlimited resources, what other changes could make it into the best version of itself?

Scenario 2: Part of what makes appreciative inquiry a great approach in this situation is that while your VISTA may not feel they are a good fit for this position, they do have unique strengths and talents that can still make them successful. If you can help your VISTA recognize their own strengths and how they can contribute, they may be much more effective in their position. Some questions you can ask are:

- What do you bring that is unique to your position?
- What do you bring that is unique to your organization?
- If your organization was doing the best work possible in outreach for adult learners, what would that look like?
- How can you use your strengths to help your organization be the best version of itself?
- What do you appreciate most about your organization?

Scenario 3: Appreciative inquiry is a great general mindset for you as a VISTA Leader and a coach. Especially when dealing with negativity from a VISTA, it can be helpful to work with them to reframe where they see potential, growth, and strengths. It may take time and prodding, but the more you can help a VISTA see what they can do, the easier it may be for them to reconcile with what is not going well. Some questions you could start with are:

- What do you most value about your organization?
- When have you felt most engaged during your service experience this year? What made that experience special?
- What do you appreciate most about your organization?
- What have you learned from your experience this year? How have you grown?
- How are you uniquely positioned to create change in your organization?
- What would make your organization the best version of itself?

Additional Resources

Videos: Appreciative Inquiry: A Basic Outline
                What is Appreciative Inquiry?
                Appreciative Inquiry: A Conversation with David Cooperrider

Podcasts: Interview with Kathy Becker of The Center for Appreciative Inquiry

Books: The Power of Appreciative Inquiry: A Guide to Practical Application

Websites: The Appreciative Inquiry Commons

Other: The Appreciative Inquiry Model
                What is Appreciative Inquiry?
                An Appreciative Approach to Reframing Conflict

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Emotional Intelligence

Emotional intelligence is a learned skill aimed at
building & maintaining relationships
This is achieved through better understanding of the self
(personal competence) and awareness of others
(social competence)
as well as what we can do
and what we perceive about social situations.
Out of these four factors, we can learn skills in
self-management, self-awareness,
social awareness, & relationship management
VISTA Leaders can practice emotional intelligence to
increase motivation and productivity
among your VISTA members, along with
improving your leadership style.
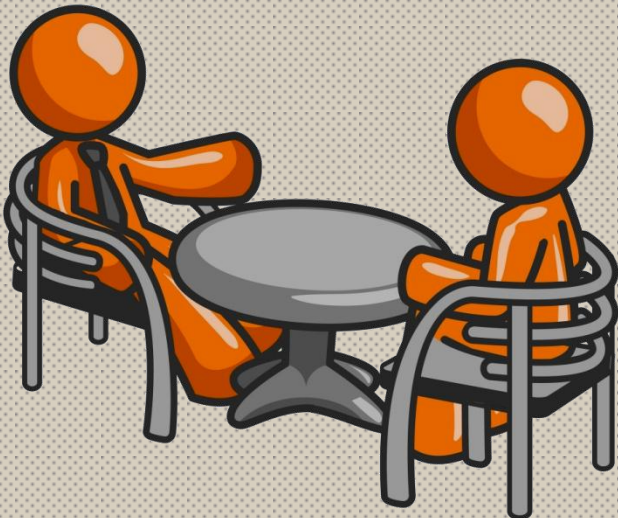
Top 5 Skills for Emotional Intelligence
(and how to strengthen them)

1. Self Awareness

How can you help others achieve if you don't even understand your own strengths and weaknesses? Self-awareness is key for any type of leader.

There are a number of tests online and in books that can help you learn about your own personality. Get a jumpstart on your self-awareness by figuring out your Myers-Briggs Type (free) or check out some of our other self-awareness resources at the end of this section.

http://buzzworthy.mtv.com//wp-content/uploads/buzz/2013/03/CatMirror.gif

2. Self Regulation

Being aware of your strengths and weaknesses and being able to regulate them

are two different skill-sets. Self regulation is a two-part process in which you challenge the moments that your weaknesses impact your daily life and you work to build confidence around your strengths.

- CHANGE IS GOOD.
- YEAH, BUT IT'S NOT EASY.

http://25.media.tumblr.com/f8575bd28490b64146f46ac85248db3d/tumblr_n29mxf59ZZ1t0twwxo1_500.gif

3. Motivation

When you can motivate yourself, you will be much better suited to motivate others. Hone in on your motivation skills by setting small achievable goals, being grateful for what you have, celebrating victories, and being accountable to others (techniques adapted from the Huffington Post and Psych Central).

Just keep swimming, just keep swimming!
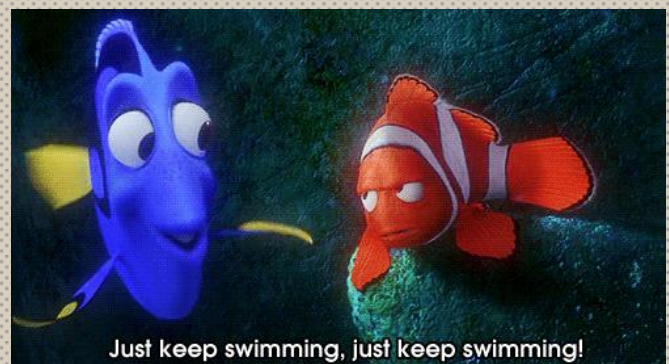
4. Empathy

Through PSO, VISTA Leader Orientation, and our two years of service, we've met a lot of VISTA members. Empathy is one skill that almost every VISTA has already mastered. Not sure if you're quite there yet? Check out these habits of empathetic people.

5. Social Skills

Most social skills are dependent on communication and empathy. Since your empathy is already top-notch, let's focus on communication. The single most important part of communication is learning how to listen without judgment; don't assume you know what the other person is trying to say, and don't assume you know what's motivating them. Check out PR Daily for some tips on communicating in different settings (via email, in a meeting, on the phone, etc.).
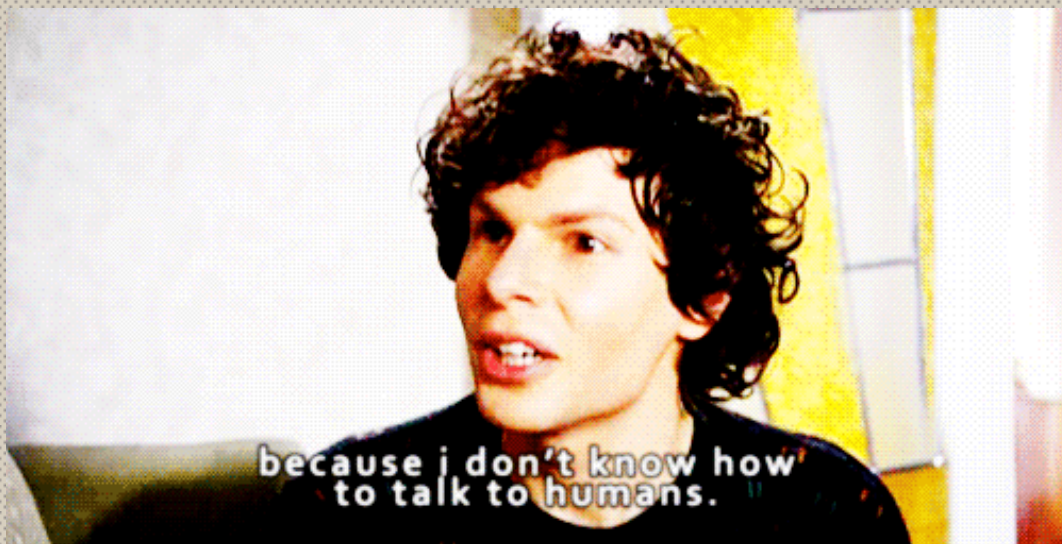
Facilitator's Guide

Setting the Stage

Emotional intelligence (EI) is becoming more and more recognized as a crucial characteristic in leaders in the workforce - why? EI is the single biggest predictor of performance and success in the workplace and the strongest driver of leadership and personal excellence.

So what does being emotionally intelligent actually mean? If we examine the different terms that make up the concept, we can understand it better. Emotions are internal states that describe how a person is feeling - sad, happy, angry, afraid, ashamed, and so on - and is important in giving information about how a person is relating to another. Intelligence is how one receives, processes, and understands information. If we combine these two concepts, emotional intelligence can then be defined as how we *recognize the emotional states of ourselves and others* coupled with *how to manage them*.
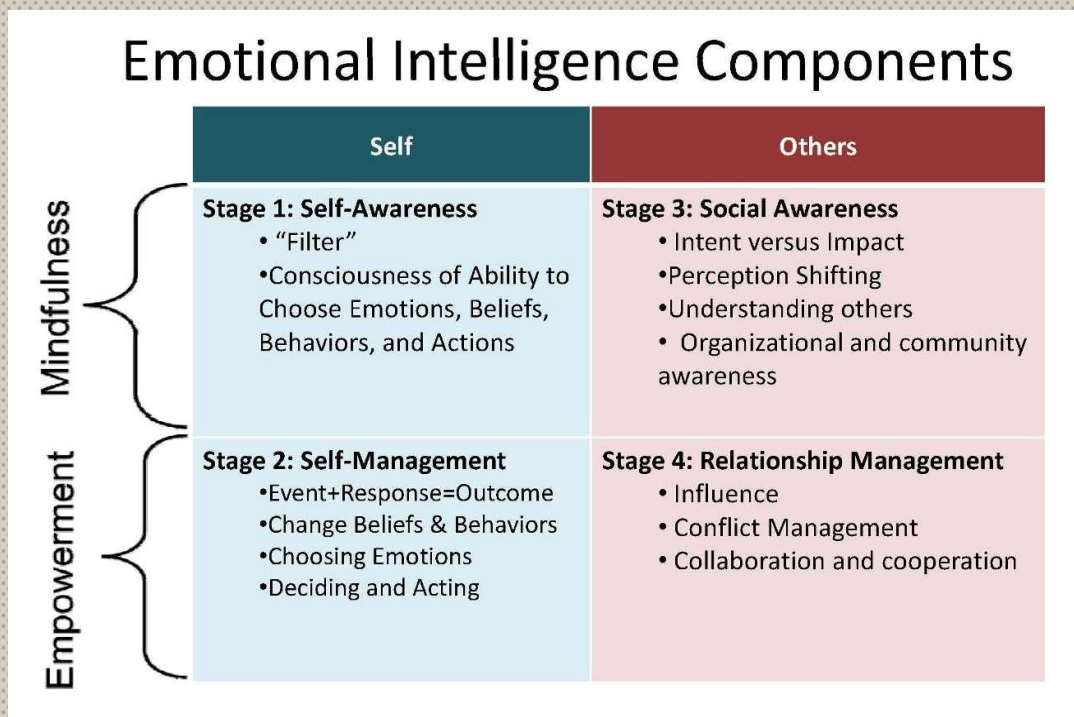
The implications of emotions, their feelings adn their meanings are considered

MANAGEMENT
4 Thoughts promote emotional intellectual and personal growth

Management encourages openness to feelings

UNDERSTANDING
Emotional about relationships are understood, including how they might change with time and events
3

EMOTIONAL INTELLIGENCE

Emotions and emotion-related information are attended to.

FACILITATION
Emotions enter the cognitive system as noticed signals and as influences on cognition
2

PERCPTION
Emotions are perceived and exposed
1

Emotions are sensed; automatic influences on cognition begin

Emotional intelligence is examined by looking at yourself **(personal competence)** and at the relationships around you **(social competence).** A person can be stronger in an area than the other, but a well-rounded approach is ideal.

Personal competence is made up of self-awareness and self-management, and describes an individual's ability to be aware of their emotions and manage their behavior and tendencies. Self-awareness is described as an individual's ability to recognize their own emotions and when they occur. Self-management is described as an individual's ability to use that emotional recognition to control or redirect negative emotional responses.

Social competence is made up of social awareness and relationship management, and describes an individual's ability to empathize with others and behave accordingly in order to improve the quality of relationships.

Emotional Intelligence Components

	Self	Others
Mindfulness	**Stage 1: Self-Awareness** • "Filter" •Consciousness of Ability to Choose Emotions, Beliefs, Behaviors, and Actions	**Stage 3: Social Awareness** • Intent versus Impact •Perception Shifting •Understanding others • Organizational and community awareness
Empowerment	**Stage 2: Self-Management** •Event+Response=Outcome •Change Beliefs & Behaviors •Choosing Emotions •Deciding and Acting	**Stage 4: Relationship Management** • Influence • Conflict Management • Collaboration and cooperation

David Goleman, a psychologist and science journalist, published a book in 1995 called *Emotional Intelligence*. It introduced the idea of incorporating EI into the workplace. According to Goleman, there are 5 competencies we can continually work on to maintain EI:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

When to use Emotional Intelligence

To facilitate a difficult conversation between two parties	VISTA members can run into situations that require a sensitive conversation between two different parties. It will be crucial to use Emotional Intelligence to ensure all parties are heard and the issue is addressed.
To resolve a conflict	Conflicts will inevitably arise at some point. Emotional intelligence is a great tool to mediate a conflict.
To empower a VISTA who is feeling unmotivated	It is easy for a VISTA to lose sight of their goals and to become unmotivated. EI tools can help the VISTA realign their aspirations and come up with ways to feel empowered to make changes.

Where do I start?

The first step is to assess your level of emotional intelligence. Based on your results, you know what to work on to improve your coaching style, how to relate to your VISTA members, and how to unite your VISTA members as a cohesive whole.

Below are three great assessment tools that not only give you results, but they also offer tips on how to improve and maintain your EI levels:

- http://www.maetrix.com.au/meit/eitest.html
- http://psychology.about.com/library/quiz/bl_eq_quiz.htm
- https://www.mindtools.com/pages/article/ei-quiz.htm

How do I implement Emotional Intelligence in coaching?

Listening is always a huge component to coaching. Allow your VISTA to fully explain the situation.

Now is the time to **reflect.** Delve deeper by deconstructing the situation into the different EI components (See Appendix A for an activity)

Come up with an **action plan** for each section. (See Appendix B)

Question Bank

3 Whys test

In reflection, ask the question "why?" to analyze the way we perceive our obstacles and to challenge these assumptions. For example:

I have been asked to give a presentation to a large audience on a subject I know very well, and I have said no.

- *Why did I say no?* Because I would not feel comfortable doing it.
- *Why do I feel uncomfortable about doing it?* Because I might look incompetent.
- *Why do I think I would look incompetent?* Because people in the audience may know more than I do.

The EI COACH model

E = **Emotions** (How are you feeling?)
I = **Intelligence** (What do you want to talk about and achieve today?)
C = **Current** (What's going on for you right now?)
O = **Opportunities** (What possibilities are available to you?)
A = **Actions** (What are you going to do?)
C = **Change measure** (What difference will this make?)
H = **How are you feeling now?** (Emotional barometer.)

Emotions How are you feeling today? Where do you feel it? What does it tell you?

Intelligence What's the session about? Where would be a great place to be at the end of the session? What internal resources do you have that will help you get there?

Current What's going on for you right now regarding this issue? What challenges do you face? What's working really well for you? What strengths will help you? What's the truth of the situation? What assumptions might you be making? What do you believe about the situation? How much does that help or hinder you?

Opportunities What options are open to you? What could you do? How would that fit in with who you are? How would it help you reach your goal? What feels right about them? Which ones take you nearer to your values? Which ones might take you further away from your values? What's great about your ideas?

Action What are you going to do? What will you commit to? How will you make it happen? What else do you need to be able to achieve it? What's your timeline for this? Who else would it be useful to involve? How do you feel about the actions you've chosen? How do you think it will go?

Change measure How will you know when you've achieved what you want to? What difference will it make? What will you experience, see and hear?

How do you feel now? What's worked well for you today? What are you feeling?

Maintaining Emotional Intelligence

The skill of being emotionally intelligent can remain set over a person's lifetime if left unmaintained. However, emotional intelligence can increase over time if you practice good habits. Here are several ideas on how to improve your emotional intelligence in the 5 core competencies:

Self-awareness
a. Practice identifying your emotions throughout the day and the source of them - be cognizant that emotions are temporary
b. Be accountable for your negative emotions (anger, jealousy, frustration) and acknowledge how they may have impacted relationships in your life
c. Honestly assess your strengths and weaknesses and ask for feedback on how to improve your weak assets

Self-regulation
a. Before responding to a situation that is high-strung with emotion, practice waiting a few hours or days
b. Try to stay disengaged in office gossip and drama
c. Learn ways to manage and cope with your stress levels

Motivation
a. Rediscover what you love about your job and focus on spending time on what inspires you
b. Break out of the cycle of negativity by consciously reframing your words and thoughts to improve your level of optimism
c. Set goals for yourself that you look forward to and reward yourself for each milestone in your pursuit

Empathy
a. Like the old adage: imagine yourself in someone else's shoes and view situations from others' perspectives, especially during conflict
b. Practice validating other's perspectives, even if you don't agree with them; recognize their point of view is born from their background and upbringing and has merit
c. Take an honest assessment on whether your desire to be right or win an argument is overriding the potential to build a stronger relationship

Social Skills
a. Being an effective communicator is essential to building relationships.
b. Be accommodating and versatile in who you're speaking to and tailor your interaction to meet their personality needs and style
c. Learning the delicate skill of persuasion can be useful in bringing people onboard in alignment with your vision and goals

Coaching Scenarios

One of the VISTA members in your cohort is having a difficult time in their relationship with their supervisor. They feel their supervisor never listens to them or their ideas. What might you do?

Self-awareness
- *How do I feel about this situation?*
- *Am I being honest in how I feel?*
- *Am I conscious of my ability to choose my emotions?*

Observation:

I feel neglected. I feel like my supervisor doesn't value my thoughts and opinions.

Action Plan:

If I am comfortable, I can choose to share and express my feelings.

Self-management
- *How is this situation affecting my behaviors?*
- *How does the event + my response has contributed to = the outcome*
- *Am I being genuine and authentic in acting out how I feel? Are my actions aligned with how I feel?*
- *My emotions are valid but I also am empowered and to choose how I feel and how I react.*

Observation:

When I feel neglected and undervalued, it makes me not want to work hard.

Action Plan:

I can choose to not take it personally and continue to commit to doing the best I can.

Social Awareness
- *Do I understand the difference between a person's intent (the goal they wanted to achieve) vs. the impact (how it was perceived by me)?*
- *What were their actions?*
- *Can I see their perspective?*

Observation:

My supervisor has many other duties that seems to take precedent. She is really busy and is always stressed out when I drop in her office with my ideas.

Action Plan:
I can make an ask for regular check ins so that my supervisor and I can get one-on-one time.

Relationship management
- *How has this affected the relationship?*
- *What is the common ground and the shared vision I want to achieve with this person?*
- *What ways can I build trust and rapport?*

Observation:

This make me feel like I can't go to my supervisor when problem arises. I want to feel supported in my ideas.

Action Plan:

I can set clear expectations with my supervisor and ask for feedback.

You work with a group of several VISTA members in your office. You've noticed that two of them always seem to criticize and pick fights with each other and it is affecting the group dynamic. What do you do?

Self-awareness
- *How do I feel about this situation?*
- *Am I being honest in how I feel?*
- *Am I conscious of my ability to choose my emotions?*

Observation:

I don't get along with one of my co-VISTA members. Our personalities clash and I don't like his working style.

Action Plan:

I can recognize that I don't have to like everyone I work with but I can choose to be respectful and professional.

Self-management
- *How is this situation affecting my behaviors?*
- *How does the event + my response has contributed to = the outcome*
- *Am I being genuine and authentic in acting out how I feel? Are my actions aligned with how I feel?*
- *My emotions are valid but I also am empowered and to choose how I feel and how I react.*

Observation:

It makes me not want to communicate and/or work with him. Whenever I do have to communicate with him, I get irritated and it ruins my mood and productivity.

Action Plan:

I cannot control his actions but I can control mine. I can choose to not engage in arguments and walk away until our heads are both clear.

Social Awareness
- *Do I understand the difference between a person's intent (the goal they wanted to achieve) vs. the impact (how it was perceived by me)?*
- *What were their actions?*
- *Can I see their perspective?*

Observation:
He has a strong personality with his own thoughts and opinions.

Action Plan:
I can choose to accept him for who he is. We both have professional goals that are more important than resolving personal differences.

Relationship management
- *How has this affected the relationship?*
- *What is the common ground and the shared vision I want to achieve with this person?*
- *What ways can I build trust and rapport?*

Observation:
We always bicker when we are around each other. It makes others around us feel uncomfortable. I want a healthy working relationship where we can both express our opinions without arguing.

Action Plan:
We could have a neutral party work with us until we have learned to work by ourselves.

One of your VISTA members has great project management skills and works well with external partners, but has been having trouble feeling comfortable with socializing at their organization. What do you do?

Self-awareness	Self-management
Self-awareness - *How do I feel about this situation?* - *Am I being honest in how I feel?* - *Am I conscious of my ability to choose my emotions?* Observation: I love the work that I do and the network that I am creating. However, I do not have any friends at work and I feel left out. I do not feel like a part of the organization. Action Plan: Realize my emotions are valid but I have the capacity to change that.	**Self-management** - *How is this situation affecting my behaviors?* - *How does the event + my response has contributed to = the outcome* - *Am I being genuine and authentic in acting out how I feel? Are my actions aligned with how I feel?* - *My emotions are valid but I also am empowered and to choose how I feel and how I react.* Observation: I don't feel enthusiastic about coming to work. I am not good at meeting people and making new friends. Action Plan: I can make the effort to step out of my comfort zone.
Social Awareness - *Do I understand the difference between a person's intent (the goal they wanted to achieve) vs. the impact (how it was perceived by me)?* - *What were their actions?* - *Can I see their perspective?* Observation: I am the newest person to the office. My co-workers may not necessarily be aware and cognizant of my predicament. Action Plan: Communicate the issue with your supervisor.	**Relationship management** - *How has this affected the relationship?* - *What is the common ground and the shared vision I want to achieve with this person?* - *What ways can I build trust and rapport?* Observation: I feel alienated. I would like to feel included in the office culture and environment. Action Plan: Initiate a project to get to know at least one person in the office.

APPENDIX A

Emotional Intelligence Reflection Activity

Self-awareness • *How do I feel about this situation?* • *Am I being honest in how I feel?* • *Am I conscious of my ability to choose my emotions?* Observation: Action Plan:	**Self-management** • *How is the situation affecting my behavior?* • *How does the event + my response has contributed to = the outcome* • *Am I being genuine and authentic in acting out how I feel? Are my actions aligned with how I feel?* • *My emotions are valid but I also am empowered and to choose how I feel and how I react.* Observation: Action Plan:
Social Awareness • *Do I understand the difference between a person's intent (the goal they wanted to achieve) vs. the impact (how it was perceived by me)?* • *What were their actions?* • *Can I see their perspective?* Observation: Action Plan:	**Relationship management** • *How has this affected the relationship?* • *What is the common ground and the shared vision I want to achieve with this person?* • *What ways can I build trust and rapport?* Observation: Action Plan:

APPENDIX B

Goal Setting Action Steps Grid

Goal:				
Action Steps	**Resources Needed & Key People:**	**Potential Challenges:**	**Complete by** (date)**:**	**Priority** (circle)**:**
1.				Low Medium High
2.				Low Medium High
3.				Low Medium High
4.				Low Medium High
5.				Low Medium High
Indicator of success (when will you know you've accomplished your goal?):				

Additional Resources

Videos   The Six Habits of Highly Empathetic People
How to measure emotional intelligence & EQ?
Emotional Intelligence: From Theory to Everyday Practice
Focus: The Secret to High Performance and Fulfillment

Websites   10 Ways to Enhance your Emotional Intelligence
Myers-Briggs Personality Test
Discover your Emotional Triggers
5 Steps to Increase Motivation
10 Techniques to Increase Motivation and Willpower
Building Confidence and Self-Esteem
5 Ways to Boost EI in the Workplace

Books   Working with Emotional Intelligence
Emotional Intelligence: How to Increase EQ, Interpersonal Skills,
     Communication Skills and Achieve Success

Other   Emotional Intelligence and Identification of Emotion
Emotional Intelligence Coaching

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